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Trade Union Education and Research Work in Kenya -  
Present Trends and Recommendations

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A STUDY OF TRADE UNION EDUCATION  
AND RESEARCH WORK IN KENYA  
PRESENT TRENDS AND RECOMMENDATIONS FOR  
FUTURE IMPROVEMENT

BY: JULIUS CHIRUNGA CHIKUTA

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**I.D.R.C. / C.R.D.I.**

This work was undertaken on behalf of the International Development Research Centre; major contributions to the report include senior officials of the Central Organization of Trade Unions COTU(K); Kenya Union of Commercial and Food Allied Workers; Kenya Local Government Workers Union; Kenya Union of Domestic, Hotels, Education Institutions, Hospitals and Allied Workers; Union of Posts & Telecommunications (Kenya); Amalgamated Union of Kenya Metal Workers; Kenya Union of Printing, Publishing, Paper Manufacturing and Allied Workers; Kenya Chemical Workers Union; Kenya Scientific, Research, International, Technical and Allied Institutional Workers Union; Dockworkers Union (Kenya); Kenya Jockey Workers Union; Kenya Sugar and Agricultural Workers Union; Kenya Plantation and Agricultural Workers Union; the Principals of Bandari College and Tom Mboya Labour College; the Organization of African Trade Union Unity - Nairobi Project Office; The African-American Labour Centre - Nairobi Office; The Adult Education Dept. of Ministry of Culture & Social Services at

Workers Educators from COTU (K); individual trade unions and other non government organizations.

## PREFACE

If it could be recognised by all trade unions that a well educated and informed membership makes a strong trade union, all trade union policy makers and administrators would take trade union education work more seriously for the strengthening of their own trade unions.

On the other hand, research cannot be separated from planning and implementation of any program. To do so would be like trying to construct a house without first having thought of its design, the materials to be used, the labour costs, whether the ground is firm enough to sustain the weight of the house and whether the finances to construct such a house are available. And if it is a rental house, one needs rent after construction/shall in the long run bring back the finances used to /that construct the house and with some profit. Research findings would normally identify the feasibility and viability of a program.

The study that follows concerning trade union education and research work in Kenya's trade union movement will therefore try to give an account of the present trade union education and research activities with reference to how such activities are planned, organized and implemented, and how they are inter-linked with similar activities in the Government of Kenya and other local and international organizations interested in trade union education and research work in Kenya.

The need to extend and improve the existing trade union education and research work shall also be featured in this study. Finally, recommendations on the future trends of trade union education and research work in Kenya shall be given in the form of suggestions.

## BACKGROUND INFORMATION

The study of trade union education and research work in Kenya would be incomplete without giving a brief account of how such education and research activities originated and what forces influenced their incorporation into the labour movement. A short history of their origin is therefore deemed appropriate.

### 1.1 The Pre-Independence Period 1885-1963 AD

Kenya was officially colonised by the British in 1895, although the British had been around for sometime before, posing as explorers and traders.

However, it was not until the end of the first world war, around 1920, that European settlers opened large tracts of Kenya's best land around the cool highlands for intensive farming. This meant that labour would be needed as farm hands. Africans were therefore rounded up and forced to work in these European farms for very low wages; in many cases the wages were in a form of "ration", that is to say working for a certain unit of the staple food - maize and some beans, salt etc. Following this farming activity, industries for processing the farm produce were set up by the European settlers and service firms were also started to serve the working population and service farm and industrial machinery. More labour, both skilled and unskilled was needed. Africans were normally offered the unskilled jobs since they had neither technical nor academic education that would enable them be placed in skilled or semi-skilled jobs. Semi-skilled jobs went to Asians and skilled jobs to Europeans. Formal education was very minimal among Africans during this period and its growth was very slow. Technical skills were obtained by very few Africans who were in the good books of their European supervisors. It was not until the end of the second world war in 1945 that the colonial government made a start of introducing technical education in the then "Intermediate Schools" viz - Standard five up to standard eight where carpentry, art and domestic science were taught in these schools. Few technical schools were set up to absorb primary school leavers. These efforts by the colonial government were viewed by the African politicians as ways of trying to please the Africans while the Europeans still clung to skilled jobs even when the Africans had graduated from such technical schools and were capable of handling such skilled jobs. The African worker was not organized into any trade union then, because the colonial government was against any form of labour movement in Kenya.

It was however in 1947 when some workers who had become tired of the harsh conditions at work, low wages, oppressive longer working days, forced labour and child labour, defied the colonial government's directive of not allowing trade unions especially those organized by African workers

to operate. Led by Mr. Chege Kibachia and other prominent trade union organizers, the African workers were organized into an African Workers Union which called its members on strike on the 13th January 1947. The strike paralysed work at the Docks in Mombasa, the Railway system, banks, offices and even private homes. Chege Kibachia and the other union organizers were arrested and imprisoned but the colonial government had to use the police and military personnel to quell the strike. Trade union education then was minimal and unorganized. It was geared towards organizing members into trade unions and trade union officials to be militant, not to fear the employer and to trade harsh words with the employer in order that the employer could succumb to the employees demands. No trade union official was interested in better negotiation tactics or styles as trade unionists had the feeling that the colonial employers only listened and succumbed to threats, harsh words and the banging of the table not how well a trade unionist put up his arguments on behalf of his members.

It was not until in 1953 when the Kenya Federation of Labour (KFL) was formed under the able leadership of a prominent trade unionist and later on an able cabinet Minister, the late Mr. Tom Mboya that a trade union education centre was started to train trade union officials from trade unions affiliated to it. Organization and trade union awareness subjects were still prominent under the KFL education program but Industrial relations including collective bargaining related subjects started surfacing in the program. The International Labour Organization (ILO) and some United States of America trade unions assisted these early education programs. The program was run through seminars and short courses. Those participants who were more successful in these courses were sent to Kampala Labour College in Uganda to pursue further trade union courses while some were sent abroad for further trade union education.

The advent of the Kenya Labour Congress as a second national trade union centre in Kenya brought rivalry between the affiliates of the Kenya Federation of Labour and the Kenya Labour Congress and retarded the good education work the KFL had started for the officials. Fighting in words, the press and even fists between officials and members of the two different national trade union centres took the place of organizing

and educating officials and members of their trade union affiliates.

## 1.2 Post-Independence Period - 1964 Onwards

Kenya attained its political independence on the 12th December 1963 and became a Republic on the 12th December, 1964. By this time, officials and members of the Kenya Federation of Labour and the Kenya Labour Congress were still fighting over who should be recognised as the rightful representative of all trade unions in a free Kenya. This in-fighting forced the President of the Republic of Kenya to appoint a Presidential Committee composed of nine cabinet ministers to review the prevailing trade union situation in the country and make recommendations on the future of the labour movement. The Presidential Committee was appointed in 1965 and it recommended the formation of only one national trade union centre - namely the Central Organization of Trade Unions - Kenya -- COTU (K) for all trade unions operating in Kenya. It also drew the "Industrial Charter" which charter streamlined the industrial relations procedure to be followed by the trade unions, employers and the government. The Industrial court was created and labour laws were reviewed and ammended. Some labour laws such as the Trade Unions Act, Trade Disputes Act, The Service Commission Act, and the Teachers Service Commission Act among many others were enacted.

With the coming of the industrial charter, COTU (K) and its affiliated trade unions had to change their attitude towards trade union education. Trade unions including COTU (K) now needed well educated and well trained trade union officials more than ever before if the trade union officials were to negotiate effectively with the employers at the industries and in the industrial court. Trade union officials were called upon to draw collective Agreements with employers for the members of the unions represented. Collective bargaining and the drawing of collective Agreements are some of the issues that needed trade union expertise and unless trade union officials were trained on such lines, employers, who had also been allowed to form the Kenya Federation of Employers and who had all the capital and finance they needed to either hire competent personnel for drawing the collective Agreements or negotiate in the industrial court would always be the winners.

Trade union education programs started to be well organized and stress

on Industrial relations subjects started to be made to equip trade unionists with collective bargaining knowledge and the correct interpretation of the numerous labour laws enacted through the influence of the industrial charter. Important trade unions started organized education programs before COTU (K) came up with a well defined education program to cover its own education program and that of its union affiliates in 1974. The COTU (K) Workers Institute of Education was created and a full time Director of Workers Education with a supporting team of workers' educators were employed to run the education program.

It was however in 1979 that COTU (K) drew its education program curriculum for stage one, two and three seminar courses for its own education program and that of its union affiliates.

While trade union education has received a lot of attention both from COTU (K) and its union affiliates, from the advent of the labour movement in Kenya, research work has received a raw deal. Only minimal research work in the fields of union organization, trade union education, trade union history and some industrial relations related topics have been researched, without even proper recording or preservation of documents for any future references and usage.

It is hoped that with the opening of the Tom Mboya Labour College - Kisumu later on this year, not only workers education shall feature prominently but also trade union research work.

## 2.1. TRADE UNION EDUCATION PROGRAM

Most large individual trade unions in Kenya have fairly well run education programs with an exception of a few like the Kenya Sugar and Agricultural Workers Union which still rely on COTU (K) and its international trade secretariat for its education needs. In quite a number of these trade unions, workers education is enshrined in their constitutions. Normally, the constitution allows an education committee to run the education program.

In certain unions where workers education figures prominently like the



Kenya Union of Printing, Publishing, Paper Manufacturing and Allied Workers, the Kenya Local Government Workers Union and the Kenya Union of Domestic, Hotels, Education Institutions, Hospitals and Allied Workers, either a senior trade union official has been assigned the duties of running the education program or a full time Director of workers Education has been employed to run the program. Such education program organizers are helped in running the education program by a team of trained workers educators employed by the unions themselves or hired for particular seminars or short courses from other trade unions or other organizations with an interest in trade union education. COTU (K) also assists with workers educators when requested to do so by individual unions.

The Kenya Union of Commercial and Food Allied Workers, the Railways and Harbours Union (Kenya), the Dockworkers Union (Kenya), the Union of Posts & Telecommunications and the Kenya Transport and Allied Workers Union which also have well defined education programs run these programs using senior trade union officials but obtain most of their education resource personnel from other organizations interested in trade union work and also COTU (K). These trade unions shall continue to rely on the services of education resource persons from other organizations, for some time to come due to shortage of trained workers educators within the unions themselves and COTU (K).

## 2.2 How the Education Programs are Run

Most of the trade union education programs are run through seminars of a two weeks duration and each seminar accommodates around forty participants. Workshops are sometimes held on particular trade union topics of interest to the union. These workshops are mainly attended by senior trade union officials. The main education programs target groups are the shopstewards, local and branch officials, national officials, employees of trade unions, workers educators and cooperative officials. Individual trade unions at the moment have no education programs meant for the rank and file membership with an exception of the Dockworkers Union (Kenya) which has initiated adult literacy classes at its Lasco Club - Mombasa?

The curriculum used to run these programs is the one which was devised by COTU (K) in 1979 for trade union seminar courses stage one, two and the advanced stage three. The contents of the curriculum shall be outlined in a later chapter.

However, individual unions are free to include any subjects of particular interest or unique to them when drawing their education programs on top of the subjects covered by the COTU (K) curriculum.

Usually the workers education organizer with authority from the union's education committee initiates a seminar course for the trade union officials. He or she selects a venue where the seminar should be held and ensures that such a venue has enough accommodation for the participants and has proper learning facilities. He or she then sends letters of invitations to branches in order that such branches could select appropriate participants for the seminar. Normally, the workers education organizer, who could be a senior trade union official or a Director of workers education is stationed at the headquarters of the trade union. Names of the selected participants are then forwarded to the workers education organizer. In selecting participants, branches are asked to note the level of the seminar and therefore select participants who shall follow the deliberations of the seminar with ease.

The trade union that initiates such seminars meets all the seminar expenses including transport, accommodation, food, per diem, learning materials, etc. for both the participants and education resource persons including the unions workers educators.

At every end of the seminar, there is a course evaluation. This is done by using a questionnaire drawn to cover all subjects and topics covered during the seminar and also questions and comments on the learning facilities, accommodation, food and the workers of the institution where the seminar was held. This type of evaluation helps the workers education organizer and his team of workers educators to make some improvements on future seminars and where the venue and workers of an institution where the seminar has been held have been heavily criticised a change of venue for later seminars could be made.

Unfortunately there is no follow up evaluation after seminars are held

and trade unions attribute this failure to lack of trained workers educators and finance to meet such workers educators travelling expenses.

Although most important individual trade unions have yearly provisions of their finances set aside for education programmes, such finances are inadequate. Not many seminars would be held for a trade union every year if such unions would rely on their own financial resources. Probably two or three seminars would be held. Most trade unions set aside between 10% and 20% of their annual membership contribution for education work and such funds cannot suffice.

However, the International Trade Secretariates (ITS) of most trade unions in Kenya sensed this lack of funds to run educational programs and started assisting their affiliates financially. The Kenya Local Government workers union is being assisted by the Public Service International (PSI), the Union of Posts & Telecommunications (Kenya) is being assisted by the Postal, Telegraph, Telephone International (PTTI) while the Amalgamated Union of Kenya Metal Workers is being assisted by the International Metal Workers Federation (IMF). The Dockworkers Union (Kenya), the Railway and Harbours Union (Kenya) and the Kenya Transport and Allied Workers Union are all being assisted by the International Transport Federation (ITF) while the Kenya Plantation and Agricultural Workers Union and the Kenya Sugar Plantation Workers Union are assisted by the International Federation of Plantation Agricultural/Allied Workers. The Kenya Union of Commercial and Food /and Allied Workers and the Kenya Union of Domestic, Hotels, Education Institutions, Hospitals and Allied Workers are assisted by the International Federation of Food, Hotels and Processing Industries, etc.<sup>3</sup>

Some individual trade unions hold joint seminars with employers of industries the unions cover. The Kenya Union of Commercial and Food Allied Workers holds joint industrial relations courses with several commercial banks and Kenya Breweries Limited. The union shall soon hold a job evaluation seminar jointly with the management of the Kenya Meat Commission.<sup>4</sup>

Some trade union officials are actually trained by the employer. Bandari College in Mombasa which is owned jointly by the Kenya Ports Authority

and Kenya Cargo Handling Services trains trade union officials including shopstewards from the Dockworkers Union (Kenya). The same college trains some union officials from the Railways and Harbours Union (Kenya). When similar courses are initiated by the Bandari College, the college meets all expenses while if initiated by the unions, only limited facilities such as learning facilities are offered free and the unions meet the rest of the expenses.<sup>5</sup>

The rest of the individual trade union education programs are run through COTU (K) and assisted by the Africa-American Labour Centre and also the International Confederation of Free Trade Unions (ICFTU). The Swedish Confederation of Trade Unions assists the study circle education program. The Dr. Friedrich Ebert Foundation of Germany also assists most individual trade unions with finance in running their education programs.

A seminar with 40 participants and which takes two weeks costs between KShs.30,000/- and KShs.40,000/- to run.

### 2.3. Women's Seminars

Women workers have unique problems both in the industries and firms they work and also in social and even trade union life. This fact was recognised by both COTU (K) and its union affiliates. Due to this fact, individual trade unions have been assisted by their international trade secretariates, COTU (K) and the International Labour Organization (ILO) with holding seminars for women union officials, women members and women shopstewards. The seminars cover such topics as women in the trade union movement, women at work, women and cooperative societies, the role of women in national development and women's unique problems such as job security for women, maternity leave, equal jobs for equal pay, etc. Turnout in these seminars is now very encouraging showing that women trade unionists are now taking more interest in their trade union work.

### 2.4 Publications that Carry Forward Trade Union Education Work

With the exception of the Kenya Union of Commercial and Food Allied Workers which has a paper it produces periodically and which carries some trade union education work, all the other important individual trade unions have no publications which carry forward education work.

However, most of the Secretary Generals of important trade unions contend that publications that could carry forward trade union education and research work are most desirable and should be initiated and established not by individual trade unions but by the Central Organization of Trade Unions -- COTU (K). The feeling about this issue among senior trade union officials is that individual trade unions have not enough financial resources to start such publications but COTU (K) as the trade union national centre is in a position to do so and include important education and research articles or reports from the various individual trade unions affiliated to it in these publications.

The Kenya National Union of Teachers (KNUT) which is not affiliated to COTU (K) produces its own quarterly magazine namely The Kenya Teacher. The efforts of KNUT in producing such a magazine should be emulated by COTU (K) and other strong trade unions.

## 2.5 Trade Unions and Adult Education

About 50% of Kenya's population is illiterate according to statistics given by the United Nations Educational, Scientific, Cultural Organization (UNESCO). Many rank and file members of the Kenya Plantation and Agricultural Workers Union (35,000 members), the Kenya Sugar Plantation Workers Union (10,000 members) and the Dockworkers Union (Kenya) (10,000 members) are illiterate. Although trade union education is adult education, workers education programs are not complete without including adult literacy education in that unless the officials and the rank and file members of trade unions can read and write well, they may not be able to undertake trade union courses effectively. With an exception of the Dockworkers Union (Kenya), all the other important individual trade unions have no literacy classes for their rank and file members.

All the important individual trade unions are not consulted nor are they involved in the government's adult education program.

The only other adult education program run by individual trade unions is cooperative education. Members of various trade unions working in firms, industries and organizations formed themselves into savings and credit cooperatives and now their trade unions are helping these member cooperatives by training the cooperative officials through seminars and short courses. The African-American Labour Centre through COTU (K)

and the Kenya Unions of Savings and Credit Cooperative Organization (KUSCCO) assist the trade unions in holding seminars for cooperative officials. Cooperative Management, budgetary control, finance administration, book-keeping, loaning procedure, record keeping and principles of cooperative development are some of the subjects covered in these seminars. Officials of consumer cooperatives from the Dockworkers Union (Kenya), the Railways and Harbours Union (Kenya), the Kenya Union of Domestic, Hotels, Education Institutions, Hospitals and Allied Workers and COTU (K) also avail themselves of these seminar courses.

No individual trade union has seriously undertaken any educational research work to determine its own staff, officials and the rank and file membership's training and educational needs at all levels.

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1. see Appendixes I, V and VII at end of study
2. see Appendix I at end of study
3. see all Appendices at end of study
4. see Appendix I at end of study
5. see Appendix VII at end of study
6. see all Appendices at end of study and figure one

## CENTRAL ORGANIZATION OF TRADE UNIONS (COTU (K))

### 3.1 EDUCATION PROGRAMS

Since its registration in early 1966, the Central Organization of Trade Unions (COTU (K)) has been conducting training courses for its officials and members in the form of seminars and workshops. Most officials and members of COTU's affiliated trade unions have benefited from the seminar courses undertaken by COTU (K).

However, up to 1974, COTU (K) had no organized educational program. It was during this year that COTU (K) created a workers Institute of Education, employed a fulltime Director of Workers Education and a supporting team of workers educators. The African-American Labour Centre (A-ALC) assisted and is still assisting the Institute by providing finance for the seminar courses and learning and teaching materials for workers educators and course participants.

### 3.2 How the Education Program is Run

COTU's seminar education programs are run in the same way as education programs of individual trade unions affiliated to it.

However, COTU (K) draws most of participants for these seminars from the individual trade unions. The program covers the training of COTU's own officials, employees and women trade unionists.

Participants who go through stage one seminar courses are allowed to attend stage two and thereafter the advanced stage three. The target groups for these seminar courses are shopstewards, branch and national officials and also workers educators from COTU (K) itself and the individual trade unions affiliated to it.

Evaluation methods are the same as those of individual trade unions and follow up is minimal.

### 3.3. Curriculum and Course Content

The COTU (K) curriculum course content which is used in running seminar courses for COTU (K) trade union officials and officials of unions affiliated to COTU (K) is as follows:

(a) Stage One Seminar Course Content (One Week)

Aims and objectives of Trade Unions; objectives of trade union education; trade union organization; trade union structure; duties and responsibilities of shopstewards, chairman, secretary and treasurer; communication, industrial relations including grievance procedure and the role of the industrial court in Kenya; collective bargaining; education planning; trade union finance; course evaluation and report making.

(b) Stage Two Seminar Course Content (Two Weeks)

Principles of organization; labour economics; labour laws; report writing; group dynamics and leadership skills; industrial relations including grievance procedure; trade union finance; field visits; cluster work presentation and evaluation.

(c) Stage Three Seminar Course Content (Two to Three Weeks)

The subjects are as for stage two but are of advanced nature. Included here are cooperative education and discussions on international topics. At end of this course, a participant has to produce an extended essay on any chosen trade union topic.

(d) Learning Methods and Target Groups

Seminar programs are run through lectures, group discussions and cluster work presentation.

Stage one and two of the seminars are aimed at shopstewards and branch officials. Shopstewards and branch officials may attend stage three seminars with senior union officials only after attending stage one and two.

(e) The languages used in all trade union courses are English & Swahili.

3.4. How Education Programs are Financed

COTU (K) has other education programs but these are "ad hoc" and are also run through seminars and workshops.

The African-American Labour Centre has been the main financier of COTU's permanent seminar courses program. The Swedish Confederation of Trade Unions supports the study circle seminar program financially while



some other organizations support the "ad hoc" programs. The International Labour Organization (ILO) has arranged several seminars for COTU (K) officials and officials of trade unions affiliated to COTU (K) or even non affiliates on topical subjects such as "Industrial Relations" or "Job Evaluation". The International Confederation of Free Trade Unions (ICFTU) has also from time to time held seminars and workshops for COTU (K) officials and officials of COTU's affiliates on topics of interest to both parties. The Swedish International Development Agency (SIDA) also organizes some topical seminars for COTU (K) officials and officials of its affiliates. ILO also has special seminars on topical subjects such as "Labour and Population", "Industrial Relations", "ILO Conventions and Cooperative Education". The ILO, COTU (K) and the Federation of Kenya Employers (FKE) hold joint seminars and workshops of special interest to all parties. The Organization of African Trade Union Unity (OATUU) also conducts seminars for national trade union officials on housing cooperative development for the proposed COTU (K) housing cooperative (NACHU). The OATUU Nairobi project office meets half of the expenses while the trade union organization which requested such a seminar meets the remaining half. The OATUU project office also helps with study circle seminar programs but Kenyan trade unions have not yet requested this program since a similar one is already being pursued by the Swedish Confederation of Trade Unions.<sup>1</sup>

Another educational program run by COTU (K) is that of trade union women seminars for women trade unionists and trade union women employees. Subjects covered in these seminars are the same as those covered in seminars held for women trade unionists in individual trade unions.

Some deserving trade unionists including senior trade union officials, workers educators, women trade unionists, branch officials and even members who fare well in local trade union courses are selected for trade union courses abroad. The following are some of the institutions abroad which train Kenyan trade unionists: The International Centre for Advanced Technical and Vocational Training, Turin (Italy); The Institute of Labour Studies, Geneva (Switzerland); Institute of Social Studies, the Hague (Holland); Ruskin College, Oxford (Britain); Afro-Asian Labour Institute (Israel); Harvard University, USA; under the trade union program. Various organizations including ILO and the Institute of learning sponsor or help in the sponsoring of trade

unionists to attend these courses abroad.

The ILO and the International Confederation of Free Trade Unions sponsored seminars for training trade union workers educators in 1979.

### 3.5 The Study Circle Seminar Education Program

The study circle seminar education program run by COTU (K) and assisted financially by the Swedish Confederation of Trade Union was started in July 1977. The program's curriculum had to be devised first, workers educators selected and trained, then learning and teaching materials obtained before the program became fully operational. While workers educators in this program embarked on facilitating the learning for various groups, they had also to travel out to mines, industries, farm estates and offices with a view of identifying more learning facilities.

The program aims at educating the rank and file members of trade unions affiliated to COTU (K) in basic trade unionism and its course content includes such course inputs as principles of adult education, aims and objectives of trade unions, trade union history, aims and objectives of COTU (K) as a trade union national centre and also its structure, democratic principles of trade unions, labour laws, working environment, collective bargaining, collective agreement, industrial court, female labour, trade unions and society, cooperative education, international trade union cooperation and the role of Tom Mboya Labour College.

The aim is to train enough study circle leaders for two weeks in a seminar, then when these leaders graduate, they go back to the firms where they work. Such leaders then form groups of 10 members each who they also train for a duration of 28 hours. New groups are then formed by these study circle leaders. The groups are normally taught basic trade unionism on the lines of the education gained by the study leaders when they attended the two weeks leaders' seminar. Already the program has held 86 seminars and trained 1424 study leaders. The assistance given by the Swedish Confederation of Trade Unions is supposed to end on the 30th June 1983 but in my view, since this program is the only educational program geared towards educating rank and file members, it should still be assisted and supported beyond June, 1983.

The cost of running this program has been reduced tremendously since the workers educators attached to the program hold the seminars in industries, estates or farms where members work or live.

### 3.6 COTU (K) and Adult Education

COTU (K) and important individual trade unions affiliated to it conduct adult education in the form of workers education but the workers education program does not include adult literacy with an exception of the Dockworkers Union (K) which has adult literacy classes with 500 adult learners (members) attending.

COTU (K) is represented at national and provincial levels of the government's adult education program which includes adult literacy as one of its course input. It has not started adult literacy classes nor has it encouraged trade unions affiliated to it to start such classes.

There is an educational radio program run jointly by the Adult Education Department of the Ministry of Culture and Social Services and COTU (K) known as "Jifunze na Uendeleee" or "Learn and Progress". It is of fifteen minutes duration and includes trade union topics of interest related to trade union organization or industrial relations. The target group for this program is trade union officials and rank and file members. COTU (K) should request the government for more programs of this nature and of a longer period.

Rarely COTU (K) officials are asked to give a public lecture on any trade union topic of interest by the organizers of these lectures who are the Extra-Mural Division of the Institute of Adult Studies - University of Nairobi. Such lectures are aimed at trade unionists and the public; more of these lectures should be organized.

Through the local newspapers, members happen to know most of COTU's activities and those of unions affiliated to it. The Labour day meeting is another forum where COTU (K) officials announce the organization's policy both to its members and the public at large.

Like the important individual trade unions affiliated to it, COTU (K) has no publications that carry forward trade union education and research

work although it has an organization and publicity committee and an education and training committee.

However, senior officials of COTU (K) consider such publications as very desirable.

Another point to remember is that the government of Kenya is interested in workers education and through its Ministry of Labour, joint seminars for trade union officials through COTU (K), employers and civil servants have been held on topical subjects such as industrial relations, collective bargaining, job evaluation, industrial safety, occupational hazards, labour and population and ILO conventions. In most of these seminars, the International Labour Organization has been of great assistance in providing finance for the seminars.

### 3.7. Vocational Training

Organized vocational training is non existent both in COTU (K) and its trade union affiliates. There has been only ad hoc short courses and refresher courses of some kind for trade union officials, employees and workers' educators. COTU (K) and its trade union affiliates has not set aside vocational training facilities anywhere in the country.

However, with the opening of the Tom Mboya Labour College later on this year, attention in the vocational training field might be given by COTU(K) policy makers.<sup>2</sup>

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1. see Figure one and all Appendices at end of study
2. see Chapter Five (5.4) and Chapter Six (6.9)

## RESEARCH WORK IN KENYA'S LABOUR MOVEMENT

### 4.1. PRESENT RESEARCH ACTIVITIES

Although COTU (K) and other important trade unions have constitutions enshrining research activities, only minimal trade union research work has been undertaken by either COTU (K) or unions affiliated to it. Even these minimal research activities have not been properly documented and stored for future reference and use. COTU (K) has a full time employed Director of Research who should have initiated enough research work but this does not appear to be so.

Some trade unions have for a time, however, attempted some research work on such fields as market and basket survey to determine the cost of food for a working family of four. This research work was undertaken by the Union of Posts & Telecommunications (Kenya), which also carried out research on the cost of transportation for its members compared to the transport allowance the members get from the employer. The Kenya Union of Domestic Hotels, Education Institutions, Hospitals and Allied Workers assigned a University of Nairobi lecturer to carry out research work on the wages and general conditions of work in the hotel industry in Kenya but the union complains that the report which came out of this research was too academic and was of little use to the union. COTU (K) with the help of the International Labour Organization (ILO) Africa Region carried out a research on trade union educational and training needs through holding seminars for senior trade union officials and workers' educators. This was in 1979 and the participants of the three research seminars came out with the present COTU (K) education curriculum for its seminar courses stage one, two and three. This is the curriculum being used by trade unions today.

All the trade unions affiliated to COTU (K) (around 34 trade unions) have been involved in some sort of research work but this has been mainly in the industrial relations field. The research work has been in collecting data with a view to determining minimum wages and also collecting and recording information on the working and living conditions of workers in certain industries. A lot of research work has however been undertaken by trade unions in drawing the various collective agreements.

Research work on trade union organization, education, research, job evaluation, working methods, industrial safety and occupational health has been very minimal and insignificant.

#### 4.2. Research Support Papers

Due to the fact that research work is minimal in important individual trade unions and COTU (K) the unions affiliated to COTU (K) and COTU (K) itself rely heavily on research papers supplied by the International Labour Organization (ILO), the Organization of African Trade Union Unity (OATUU), the various International Trade Secretariates (ITS), the Kenya Government through the Ministry of Labour and the Central Bureau of Statistics, the Regional Economic Research and Documentation Centre - Lome (Togo), the African-American Labour Centre and sister trade unions and organizations abroad.<sup>1</sup>

Sometimes, if members' cases before the industrial court are of technical or specialized nature, trade unions are forced to hire technical research experts and lawyers to compile reports for them in defence of these cases.<sup>2</sup>

COTU (K) and its union affiliates have no publication which carries forward research work.

The government at times or when need arises, requests individual trade unions and COTU (K) to prepare certain papers for discussion in a tripartite meeting. Such papers have been mainly on industrial relations matters viz determining minimum wages and other workers' benefits. The International Labour Organization does approach COTU (K) to prepare certain papers.

#### 4.3 Technical Capacity to Carry Out Research Work

COTU (K) and unions affiliated to it are not technically equipped to carry out research work. The trade unions and COTU (K) lack technical facilities and expert personnel to carry out any research work which is of a technical, scientific or specialized nature. Union officials both in COTU (K) and the individual trade unions affiliated to COTU (K) do agree that there is a great need to carry out research on such fields as industrial safety, occupational hazards, training needs, work study, job evaluation, law, etc. but finances of the unions and COTU (K) are

inadequate and can not allow the employment of specialized personnel to carry out such research work nor can such finances allow the equipping of research facilities of technical or specialized nature.<sup>3</sup>

#### 4.4 Organizational Capacity to Carry Out Research Work

Organizational capacity to carry out trade union research work does exist in COTU (K) and in important individual trade unions affiliated to COTU (K). Apart from some very few trade unions such as the Dockworkers Union (Kenya) and the Seamen Union of Kenya both of which are located and operate in Mombasa only, the rest of the trade unions have branches spread all over the country with officials carrying out union work. Trade unions could easily utilise the services of branch officials in gathering required data and information for the researchers. Most of the branch officials have received trade union education in one way or another and with only a bit of training in research methods, such branch officials could be very useful research agents.

It is unfortunate that all education programs within trade unions have ignored the research techniques education aspect.

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1. see all Appendices at end of study
2. see Appendix VII
3. see all Appendices at end of study and Chapter Six (6.10)

THE STATUS AND FUTURE ROLE OF TOM MBOYA LABOUR COLLEGE IN KENYA

5.1 The Tom Mboya Labour College in Kisumu is the brainchild of COTU (K). It was constructed with funds subscribed by members of individual trade unions affiliated to COTU (K).

The College has fully equipped learning, administrative, residential and catering facilities for students, tutorial and administrative staff.

A printing press to print trade union publications will be installed later on at the college and run by COTU (K).

The college will be run by a Board of Governors selected by COTU (K). Members of the Board will be selected from COTU (K) itself, individual trade unions affiliated to COTU (K), the Government, any assisting organization and the Principal of Tom Mboya Labour College.

The Board of Governors shall employ administrative, accounts and catering staff of all categories and also tutorial staff for the residential and non-residential courses. Initially, six senior lecturers, four lecturers and two researchers will be employed to run the residential courses and also carry out education research. The extra-mural department of the college will be built from the existing COTU (K) seminar education program and the study circle seminar program. More workers' educators will be employed for the extra-mural program to strengthen it.

The main departments of the Labour College are the residential, extra-mural, accounts, administration and catering departments. Funds to run the labour college are subscribed by members of individual trade unions affiliated to COTU (K) through COTU (K) and any assistance to the college is channelled through COTU (K).

More information regarding the college could not be obtained since discussions on running the college are still going on.



## 5.2 Short Term Seminars

The labour college shall offer short term seminars and workshops lasting between one and two weeks on the theme of trade unionism and labour relations. These short term seminars and workshops will be offered to enable trade union officials to be trained in the techniques of collective bargaining, representation of industrial disputes before the industrial court, trade union organization and principles of management of trade union organizations.

## 5.3 Long Term Academic Courses

The college shall offer long term academic courses of one year to two years duration within the following disciplines:

Principles of economics, economics of labour, labour laws, trade unionism and labour relations, statistics, methodology (techniques of research), political science, sociology, management of cooperative societies, english, secretarial courses, office management and bilingual courses for women participants.

It is proposed to offer these academic courses so that successful participants can attain a diploma. More importantly, it is hoped to enable some ambitious successful diploma holders to proceed to a university for degree courses similar to diploma holders from Egerton College - Kenya who join the University of Nairobi and other universities after obtaining a diploma from the college.

## 5.4 Vocational and Technical Training

Vocational training will be offered by the college along with in-service training or day release courses which are intended to enable the participants to improve on their productive capacity within their existing areas of specialization. The scheme is also intended to train the participants seeking to change their specialization as a result of technological change.<sup>1</sup>

## 5.5. Research and Development

The college shall offer research services relating to trade union and

labour relations. It is proposed that sooner or later the college will be established as Centre for research on behalf of COTU (K), individual unions as well as commissioned work.<sup>2</sup>

To this end, provided that research funds are forthcoming, the college will identify and initiate research projects relating to Kenya and possibly other less developed countries.

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1. see Chapter Six (6.9)

2. see recommendations in Chapter Six (6.10)

## RECOMMENDATIONS FOR FUTURE TRADE UNION EDUCATION AND RESEARCH WORK

6.1 Hitherto, trade union education and research program in Kenya's labour movement have centred on trade union organization and collective bargaining. We know the present but we cannot leave the future to take care of itself. A new approach should be made for future trade union education and research work. Strategies must now be set for achieving long term educational and research goals. Motivation and collective bargaining oriented subjects will of course still feature prominently in future education programs but there is a great need for change in attitude and approach that will lead to the review of the present programs and extension of the same programs.

Future programs must take into account proper planning, identification of relevant education and research needs through research, and seeking of adequate means for translating requirements into targets; organization of methods of training and research; establishment of necessary structures of administration and coordination and necessary modifications of procedures; creation of satisfactory systems of evaluation to instill retention and use of educational skills, knowledge and research findings.

The following are suggestions and recommendations that may lead to the attainment of the above future education and research goals:

### 6.2 Coordination

Coordination in implementing education and research programs cannot be over-emphasized. Through coordination, trade unions can make the best use of their available resources.

At the moment, there are quite a number of trained workers' educators in COTU (K) and within individual trade unions. However, because there is no coordination between COTU (K) and individual trade unions, education program organizers in the trade union movement are forced to invite workers' educators from outside bodies to run their education programs while their own workers' educators remain unutilized. This is wastage of training efforts.

Another aspect of wastage of efforts is in the holding of seminars of the same level for the same groups of participants every time. COTU (K) may organize a stage one seminar for participants drawn from individual trade unions affiliated to it. Due to lack of coordination, such participants might have attended a similar seminar of the same level and same course content organized by individual trade unions.

If before starting education programs, COTU (K), individual trade unions and all concerned in workers' education are brought together in a seminar to discuss and plan how both the national trade union centre and individual trade unions are going to run these programs in collaboration, duplication of efforts would be minimised.

The same applies to research programs. If there is lack of coordination in research work within the trade union movement, COTU (K) or any other organization might be doing research work similar to the one being undertaken by an individual trade union. There has to be close coordination if duplication of efforts in research work is to be minimised.

### 6.3 Curricula Development

Literacy planners now acknowledge that, when chosen carefully, curriculum, content and methods can help motivate learners but then, devising curricula is a complex task needing input from linguists, people with experience in working with adults, literacy teachers and administrators, specialists in vocational training and people experienced in production of print and non-print materials.

To motivate learners, COTU (K) should now devise new education curricula, one for the general trade union education program and the other for the proposed vocational training program. These curricula would be in line with the changing educational and training needs of trade union officials and rank and file members.

It will be necessary for COTU (K) to organize several workshops as operational seminars to devise these curricula. The first of these workshops should bring together linguists, trade union educators, literacy teachers, adult education administrators and implementors from both the government and voluntary organizations, specialists in

vocational training, educationists from the Institute of Adult Studies - Kikuyu, Tom Mboya Labour College - Kisumu and Bandari College - Mombasa and curricula developers from the Kenya Institute of Education.

The length of the workshops should be decided by COTU (K) in consultation with some of the participants. The first workshop should select a panel of curricula development experts among the participants. The work of the panel would be to devise the two curricula using recommendations, suggestions and relevant information received from COTU (K), individual trade unions, Tom Mboya Labour College and other organizations represented in the first workshop or those organizations with interest in trade union and adult education. They would devise the curricula in a second workshop.

The third workshop would be convened for all those who attended the first workshop and the aim of the workshop would be to review the work done by the expert panel who devised the curricula in the second workshop and make recommendations to COTU (K) for use of the new devised curricula.

#### 6.4 Publications that Carry Trade Union Education and Research Work Forward

Although at the moment there are no publications that carry forward trade union education and research work, it is a blessing that in the near future, a printing press might be installed at the Tom Mboya Labour College - Kisumu for trade union use. The installation of the printing press and employment of able publication staff to publish various trade union papers, reports and journals may enable COTU (K) and unions affiliated to it to sell their cause to members and the public at large and enhance educational and research work. It will be necessary to publish regular trade union education and research reports for trade union officials, members and even the public to read and use.

The installations of the printing press should therefore be treated as a matter of uttermost urgency by COTU (K).

#### 6.5 Seminars and Workshops

Seminars and workshops have figured prominently in trade union education programs. With a new curriculum devised for the trade union general

education program which is run through seminars and workshops; seminar courses should in future be well organized. The future organizers of these seminar courses should however consider the monitoring, retention and use of educational skills gained in these seminars and workshops as their areas of great concern.

As charity begins at home, it is suggested that individual trade unions set aside more funds for their educational programs if they are to lure external donors to support their programs. The 10% or 20% of the annual membership subscriptions set aside for education work at the moment is not adequate. 25% or 30% of the annual membership subscription set aside for education work would be more realistic.

Even after the official opening of the Tom Mboya Labour College - Kisumu later this year, individual trade unions should still continue with their individual seminar programs since there are still many trade union officials who remain untrained within trade unions and the Labour College has limited facilities to accommodate or carry out a mass trade union education program. COTU (K) should also continue pursuing its seminar, workshop and study circle educational programs after the labour college is officially opened.

#### 6.6 Study Circle Education Program

The study circle education program is the only important program geared towards the education of rank and file members of individual trade unions in the country. It is fairly well organized but lacks enough workers' educators, learning materials, systems to monitor feedback, retention and use of the educational knowledge and skills gained. It also lacks systems of evaluation.

More study circle workers' educators and administrators need to be employed and trained if the implementation of this program will achieve the goals of offering basic trade union education to the more than 300,000 members of individual unions affiliated to COTU (K).

The workers' educators and administrators should not only be used for organizing study circle seminars but some deployed in monitoring and evaluation of the program.

It will also be necessary at a later stage when an adult literacy division of COTU's workers' education department is established to bring about close coordination between this program and the adult literacy program as these programs are correlated. Years later, it may be necessary to marry the two programs into one.

For some years to come financial assistance shall be needed from external sources to run these worthy programs before COTU (K) which is already burdened with the running of the Tom Mboya Labour College is left to run the program from its own financial resources. One study circle seminar costs between KShs.15,000/- to KShs.20,000/- to run, to meet food expenses for participants and allowances for educators and accommodation for 20 participants.

#### 6.7 Trade Unions and Adult Education

Trade union officials contend rightly that workers' education is part of adult education. They say that education given to trade union officials and members includes cooperative education, basic economics and sociology and general knowledge, which subjects would have been catered for in adult education program provided by the government.

It is agreed that workers' education is adult education, but while trade union and COTU (K) have given workers' education particular attention, adult literacy has been ignored and only the Dockworkers Union(K) conducts adult literacy classes for its members. The question should be, which should have come first, adult literacy education or adult education in the form of workers' education that excludes adult literacy? For trade union officials or members to follow effectively what is taught in seminars, workshops and the study circle education program, that adult literacy should have been the fore-runner of any other trade union education programs.

The government has an ambitious adult literacy program which aims at eradicating illiteracy in the country by the end of 1983. Although

individual trade unions are not involved in the planning and implementation of the government's program, COTU (K) is represented both at the national and provincial level. The national "will" exists and COTU (K) should have started its own adult literacy program at the time the government embarked on its program. This is one way of trade unions enhancing the government's efforts in eradicating illiteracy. Better late than never; COTU (K) can still start an adult literacy program in view of the fact that government's efforts alone are not enough and the government's set goals to eradicate illiteracy by the year 1983 lag far behind their target.

Trade union members are striving for social change and literacy is an essential instrument for all social change.

#### 6.8 Adult Literacy Program Development

The Kenya Government encourages private organizations to start adult literacy programs for their members to supplement the government's own program. Christian and other voluntary organizations have started these adult literacy programs for their members. COTU (K) could do the same.

To develop an adult literacy program, COTU (K) should create an adult literacy sub-committee within its education and training committee. The sub-committee with COTU's director of Worker's education as a member should be authorized by the education and training committee to run the program on its behalf.

Before the main program is implemented, it will be necessary for COTU's education and training committee to convene a pre-program development seminar. Seminar participants should be drawn from COTU (K), individual trade unions affiliated to COTU (K), Tom Mboya Labour College, organizations with expertise in adult literacy and any organization willing to assist the program.

The pre-program development seminar should come out with recommendations on learning facilities, training needs for adult literacy teachers, learning and teaching materials, identification of financial and other resources, creating systems of monitoring, evaluation retention and



use of the knowledge and skills gained and any other relevant recommendations pertaining to the program.

Recommendations of the pre-program development seminar should be forwarded to COTU (K) through the education and training committee for approval.

When the recommendations have been approved, COTU's education and training committee should implement the recommendations through the adult literacy sub-committee.

If the program is going to be assisted by an outside organization, it will be necessary for the education and training committee to consult and involve the assisting organization at every stage of the program.

Implementation of the pre-program development seminar recommendations will have covered the identification of learning facilities, training of adult literacy teachers, identification and obtaining of learning and teaching materials and how the main program is to be implemented. For COTU (K) to start the main program, it will have to employ the trained adult literacy teachers. Such teachers might be full time or part time. Such adult literacy teachers should be resident at where the adult literacy classes will be opened. The adult literacy teachers should be given the necessary learning and teaching materials including ideal audio-visual aids to enable the facilitation of adult literacy classes. Where necessary, primary school teachers should be brought into this program by being given adult literacy education training by COTU (K) and in collaboration with the government's adult education department. The government has an adult literacy curriculum and syllabi covering all adult literacy courses. For adult literacy teachers in COTU (K) to be successful, they will have to obtain the curriculum and syllabi to run their program. Most of the relevant teaching and learning materials for the program can also be obtained from the government's adult education department and the trade union adult literacy education program must be run in close collaboration with the government's adult education department.

As the government has promised to take over the running of the adult literacy classes from private organizations whenever such classes have met certain conditions the most important of which is having over thirty

adult learners per class, it will be necessary for COTU (K) through its education and training committee to initiate a motivation campaign for members of its trade union affiliates to enrol in greater numbers in adult literacy classes. The motivation campaigns should take the form of members' general meetings and in such meetings members rewards and expectations, if they enrol, should be explained.

When COTU (K) has started adult literacy classes, it will be necessary for COTU's education and training committee to meet regularly to plan for the training of more adult literacy teachers, re-training the adult literacy teachers and adult literacy administrators and the acquiring of enough learning and teaching materials for the program. The committee will also have to review the adult literacy activities regularly and give guidelines to the adult literacy sub-committee on how the program could be run effectively.

It will also be necessary for COTU's education and training committee, through recommendations from its adult literacy sub-committee to review the size of adult literacy classes run by COTU (K) and recommend to the government for their take over.

The start of the adult literacy education program by COTU (K) requires that trade union officials in local, branch or provincial formations should be involved and included in the government's adult education policy and implementation boards even long after the government has taken over most of adult literacy classes run by COTU (K).

After every end of a year's adult literacy activities, COTU's education and training committee should convene an appraisal seminar of senior trade union officials of unions affiliated to COTU (K), trade union adult literacy administrators, workers' educators from the trade union movement and Tom Mboya Labour College and representatives from any organization assisting the program. The aim of the seminar should be to review the adult literacy work undertaken by COTU (K) for the year and make recommendations for future activities of the program.

Recommendations from the appraisal seminar should be forwarded to COTU (K) through the education and training committee for approval.

COTU (K) should start a monthly publication preferably in the form of a magazine that will carry forward trade union education work which should include trade union adult literacy education activities.

#### 6.9 Vocational Training

Vocational training is not a new phenomenon in the world labour movement although here in Kenya it is non-existent. The necessity for trade unions to offer vocational training here in Kenya cannot be over-emphasized. There is the training levy initiated by the government aimed at training workers in industries and other firms. COTU (K) is represented in the board that runs this training levy and the board that runs the government's vocational training centres namely the industrial training centres. COTU (K) seems to have left the training of workers most of whom are members of its trade union affiliates in the hands of the government and the employers. COTU's attendance in board meetings should have convinced its officials that many workers who desire to be trained are left out due to lower qualifications or inadequate facilities in the industrial training centres.

It has been observed that many workers are deployed as copy typists, mechanics, masons, carpenters and even clerks while given lower designations and wages than what they should be designated and paid due to lack of academic or technical paper qualifications required for such designations. Employers and government selectors shun these workers when it comes to selecting workers for vocational training. They remain frustrated and look upon their trade unions to help them. As entry qualifications to courses run by employers are normally agreed upon between employers and trade unions and are enshrined in collective agreements, trade unions cannot press employers or even government selectors to select workers with lower entry qualifications than the minimum entry qualifications agreed upon. Employers will always say their industries, firms, and offices are not training grounds; they employ skilled manpower to evade training costs. The nation has limited training facilities in the form of institutions of higher learning, national and village polytechnics and the industrial training centres. Kenya is becoming an industrialized country rapidly and industrialization needs skilled manpower. One of the workers'

expectation is promotion and so COTU (K) and its trade union affiliates should help those workers with lower qualifications for entry into the employers or government's training institutions realise their expectations through offering vocational training for them. The trade union movement could also make use of the training levy just as the employer and the government do.

Experience in running vocational training centres for trade union officials and members can be borrowed from the International Labour Organization (ILO) which initiated among others the International Centre for Advanced Technical and Vocational Training - Turin (Italy) and from many other trade union institutions which offer vocational training such as the Afro-Asian Institute in Israel, the Institute of Labour Studies - Geneva (Switzerland).

Some universities all over the world have vocational training programs sponsored by trade unions of those countries. The Canadian Labour Congress sponsors vocational training in some of the Canadian universities, Havard University in the United States of America conducts trade union programs which include refresher courses and vocational training, the British Trade Union Congress sponsors vocational training programs in most major British Universities, West Germany, French, Swiss, Australian and many other universities offer vocational training sponsored or run jointly with trade unions.

COTU (K) and trade unions affiliated to it can also offer such vocational training programs. The approach to such a program should, however, be selective due to scarcity of facilities, financial and other resources. For a start, the Tom Mboya Labour College could be expanded and equipped to cater for vocational training. Later on with availability of enough resources of every kind, vocational training could be spread to other provinces and areas.

Research on the viability of the program has to be carried out to determine all needs before the program could be embarked on.

#### 6.10 Research Program Development

For the trade union movement in Kenya to develop a well organized and

effective research program, COTU (K) should first convene a pre-program development seminar involving senior officials drawn from COTU (K), individual trade unions affiliated to COTU (K), Tom Mboya Labour College and any organizations interested in assisting the proposed research program. COTU's economic research committee should convene the seminar on behalf of the Central Trade Union Organization.

The aim of convening a pre-program development seminar would be to give an opportunity to the economic research committee to brief participants as to the aims and objectives of the proposed trade union research program and the mechanisms involved in planning and implementation of the program. The seminar should come out with recommendations in the fields of training trade union officials on research methods; identifying of facilities to be used for running the program, identifying and recommending to COTU (K) research subjects that need to be researched on in order of priority; draw a budget for running the program for the first year; identifying the existing research personnel resources, recommend time to be taken for training researchers and when the main program should start; suggest systems of coordination, monitoring, evaluation and use of research findings. These recommendations should be forwarded to COTU (K) through the economic research committee. It will now remain with COTU (K) to approve the recommendations or ammend some to fit its own convenience.

After approval of the recommendations by COTU (K), the economic research committee should implement the recommendations through COTU's directorate of research.

The implementation of the recommendations made during the pre-program development seminar will form the basis for the implementation of the main proposed research program. Once COTU (K) has established the main research documentation, information and records centre and Tom Mboya Labour College, individual trade unions and COTU (K) area offices establish similar centres; the economic research committee could start the main research program. If the program is going to be assisted by an outside organization, then consultations between COTU's directorate of research and the assisting organization will be very necessary in all stages of the program. Although the economic research committee shall be the planning and supervising body of the program, implementation of the program shall be undertaken by COTU's directorate of research.

Whereas the economic research committee shall give guidelines in running the program, the directorate of research shall see to it that research work is carried out according to the guidelines, and completed satisfactorily and according to the time set. The directorate of research will also see to it that research findings are filed in proper record centres and trade unionists and any other people interested in trade union work have easy access to research findings and documents. The directorate will ensure security of the research documents.

The economic research committee will decide which research projects should be undertaken by the directorate of research, Tom Mboya Labour College or individual trade unions through recommendations made by COTU's directorate of research. Before the economic research committee approves any research project, research proposals forwarded to it from the directorate of research must be accompanied by a short proposal document showing the topic of the research project and indicating the objectives of the project, time to be taken to complete the project, finance and other resources required for the project, whether proposed project is new and of urgent nature or is among the ones already recommended and use of the research findings of the proposed research project.

After the economic research committee has approved research projects, the directorate of research in COTU (K) could then issue such research projects to appropriate trade union researchers or researchers from outside the trade union movement if the projects are technical, scientific or of specialized nature.

It will be necessary for COTU's economic research committee to meet regularly once the research program is started so that the committee could review the progress in research work, give guidelines to the directorate of research and advise COTU's governing body of what is going on.

When a research project or projects are completed, it will be necessary for the directorate of research in COTU (K) to inform the economic research committee in order that a dissemination seminar could be convened to appraise the research findings and analyse facts from the findings. Such a seminar should draw participants from COTU (K),

individual trade unions, Tom Mboya Labour College, and from the assisting organization and organizations interested in trade union research work. The participants invited should mostly be involved in research work in their own organizations.

When research findings have been appraised, they should be forwarded to COTU (K) for approval, record keeping, distribution to trade unions and relevant organizations, and use by people who require to use such findings.

It will be necessary to give funds for undertaking research projects to the Tom Mboya Labour College to carry out education research work or any other relevant research projects. Research project proposals originating from the Labour College will also have to be approved by COTU's economic research committee in the same way as those proposals initiated by COTU (K) itself or individual trade unions affiliated to it. Although Labour College researchers will undertake such research projects on their own, coordination between the labour college researchers and COTU's directorate of research will be necessary.

Along with these research activities, COTU (K) should start a publication that carries forward research work. The publication could be in the form of a quarterly magazine carrying research reports and findings for the period. The publication should be widely distributed so that trade union officials, members and the public could be aware of what is being done by the trade union movement in the field of research.

Unless research findings are of confidential nature, such findings should be publicised in magazines and the local monthlies, weeklies and dailies.

#### 6.11 How the International Development Research Centre (IDRC) Can Assist

COTU's seminar education program is being funded by the Africa-American Labour Centre, the study circle seminar program by the Swedish Confederation of Trade Unions while education programs in individual trade unions are funded partly by International Trade Secretaries and the trade unions themselves. The Tom Mboya Labour College will be run from funds being subscribed by members of trade unions affiliated to

COTU (K). There are, however, no organizations which are assisting trade union research programs. COTU (K) is already heavily committed in running the Tom Mboya Labour College and other existing trade union programs. The IDRC can therefore assist COTU (K) in the following fields:

(a) Adult Literacy Education Program

The International Development Research Centre could assist the proposed adult literacy education program by:

- (i) Financing the pre-program development and appraisal seminars and any other organizational and implementation seminars that are deemed necessary by both COTU (K) and IDRC.
- (ii) Training of more adult literacy teachers (facilitators) and local program administrators and re-training same until such time that COTU (K) is able to train and re-train these personnel itself.
- (iii) Undertaking to pay salaries and allowances of full-time and part-time adult literacy teachers and local program administrators until such time that COTU (K) can meet such expenses itself or until when/government has taken over the adult literacy classes.
- (iv) Giving learning and teaching materials relevant to the program in the form of audio-visual aids, books, publications, wall charts, stationery and other materials.
- (v) Giving expert personnel in the field of adult literacy planning, administration and research and undertaking to pay the salaries and allowances of such personnel until COTU(K) is in a position to meet such expenses.
- (vi) Helping in financing the publication of a magazine that will carry forward trade union education work including adult literacy activities until such time that COTU (K) has installed its own printing press at the Tom Mboya Labour College - Kisumu
- (vii) Financing of any other miscellaneous items relating to the program as will be agreed upon between COTU (K) and IDRC.



- (viii) Giving advice in the planning, implementation and evaluation of the program until local personnel able to perform such functions have been identified.

(b) Trade Union Research Program

The International Development Research Centre (IDRC) can assist COTU (K) on its proposed research program in the following fields:

- (i) Financing the pre-program development and dissemination seminars and any other seminars deemed relevant by both COTU (K) and IDRC.
- (ii) Training and re-training trade union researchers until such time that COTU (K) is able to do so itself.
- (iii) Undertaking to pay salaries and allowances of full-time and part-time (contract terms) researchers and local program administrators until such time that COTU (K) is able to meet these expenses.
- (iv) Establishment of the central documentation and records centres at the COTU (K) headquarters, COTU (K) area offices, headquarters of individual trade unions affiliated to COTU (K) and at the Tom Mboya Labour College. The IDRC should assist in planning of the documentation and records centres including research reference libraries and donating of necessary equipment, books and publications necessary for the establishment of such centres. The IDRC should also help in devising of proper library procedures, etc.
- (v) IDRC should assist in meeting with remunerations of researchers hired by COTU (K) for technical, scientific and specialized research work that might be undertaken by COTU (K) under this program. IDRC should give the necessary equipment, and materials to facilitate the undertaking of research work of a technical or specialized nature.
- (vi) IDRC could help COTU (K) with expert research planners and administrators to help COTU's own researchers in planning implementing the proposed research program. Such assistance should be in the form of giving research personnel from IDRC's own resources or IDRC should identify such expert research personnel and undertake to meet their salaries and

allowances until such time that COTU (K) is able to meet such expenses from its own resources.

- (vii) To help COTU (K) in producing a publication that will carry forward trade union research work. The IDRC could assist in the planning and financing of such a publication until such time that COTU (K) is able to implement this project from its own resources.
- (viii) IDRC should in consultation with COTU (K) advise in the proper planning, implementation and evaluation of the proposed trade union research program until local personnel in all fields of program planning, implementation and evaluation have been identified.
- (ix) To give any other assistance as may be agreed upon between COTU (K) and IDRC.

#### 6.12 Research Subjects

The following are some of the subjects which have been identified by trade unions which need to be researched on:

- (i) Research on the general economic situation in Kenya and the effects of economic behaviour on the workers standard of living including wage levels, housing, transportation and other benefits.
- (ii) Industrial productivity in selected industries.
- (iii) Job evaluation (industry and industry)
- (iv) Work study in various industries.
- (v) Research on trade union education and training needs.
- (vi) Research on trade union research training needs.
- (vii) Effects of cooperatives (savings, credit and consumer) on workers' living standards.
- (viii) Research on various collective agreements and how they affect workers and employers.
- (ix) Legal: Research on all labour laws and how they affect workers.
- (x) Research on women's rights and problems at work.
- (xi) Research on industrial safety, factory environment and occupational hazards, etc.

- (xii) Any other research subjects that may be recommended to COTU (K) by individual trade unions, Tom Mboya Labour College and other organizations.

#### 6.13 CONCLUSION

- (a) Although free trade unionism has been around for about twenty years now in Kenya, the labour movement still has material, financial, technical and personnel resources problems and shortcomings. To protect, improve and promote the welfare of workers, the labour movement needs such resources as earlier mentioned. Compared to labour movements in other continents, the African and in particular Kenya's labour movement is young and lacks resources to effectively deliver education, research, organization and cooperative programs it has started for its members. Any ideal assistance should be accepted, however, without donor agencies trying to hinder other donor agencies from supporting the trade union movement through attaching strings to their donations.
- (b) The period that IDRC should assist COTU (K) in its proposed adult literacy and research programs should be decided by both COTU (K) and IDRC.
- (c) The trade union officials belonging to the Dockworkers Union (K) now being educated and trained by Bandari College should actually be trained by workers' educators from the trade union movement if their trade union education is to be effective and useful to the union.

It is hoped that Dockworkers Union (K) will hire its own workers' educators to run their education program.

## APPENDIX I

### KENYA UNION OF COMMERCIAL AND FOOD ALLIED WORKERS

Discussed with Mr. G.S. Ong'ero  
Assistant Secretary General  
(40,000 members)

#### EDUCATION PROGRAM

1. The Union has an education program which was properly organized in mid 1979. The union, with a membership of around 40,000, has trained several workers' educators who organize seminars for shopstewards and officials of the union.
2. Some of the subjects covered in the union seminars are:  
Collective bargaining; industrial relations including grievances handling procedure; union structure; trade union finance; trade union history; labour laws; labour economics; role of shopstewards and other union officials; industry safety.
3. The union runs its education program in conjunction with various employers in industries it covers. Expenses are shared equally between the union and the employers. So far the union has held joint seminars with: Barclays Bank - 2 seminars; Breweries - 3 seminars; Standard Bank - 1 seminar. It anticipates to hold more joint seminars with the same industries and a job evaluation seminar with Kenya Meat Commission, Athi River later this year. The Union selects about 40 participants per seminar and spends around KShs.40,000 per seminar.
4. Apart from its 2 trained workers' educators, the union utilises services of resource personnel drawn from the various industries, Ministry of Labour, University of Nairobi and other trained trade unionists.
5. Two officials of the union are taking advanced courses abroad sponsored by the British Trade Union Congress and the Bank Unions of Britain. The courses taken are law and trade unionism.
6. FIET (Federation of Clerical and Technical Employees) through the American Retail Trade Union held two seminars for the union; one

in 1979 and the other in 1980. The unions were meant for branch and national officials. The Organization of African Trade Union Unity (OATUU) through its project office in Nairobi has given a few seminars to some senior officials of the union.

7. There is an existing educational publication which carries forward the education work of the union.
8. The union supports its members credit and savings cooperative societies by training officials of these societies through the union's education program. Cooperative education including financial control, budgeting and cooperative development are taught.
9. Workers' education is part of adult education. However, the union is not involved nor is it represented in the adult education program being conducted by the government although it is the union's wish to be involved in the policy formation and implementation of the government adult education program.
10. The union intends to strengthen its education program by giving more seminars to its shopstewards, branch and national officials. Seminar stages 1, 2 and 3 shall be reviewed and the curricula improved to fit the training needs.

Members shall be educated through members meetings and the union's education publication.

Where funds are available, officials and members shall be sent to train abroad.

The union feels that more seminars relating to work study and job evaluation should be held for shopstewards and officials of the union.

The union shall still need the assistance of COTU - which organizes study circles for some officials, FIET for more seminars, OATUU for training senior officials of the union and any other organization which may want to assist in the education program of the union.

#### RESEARCH PROGRAM

1. No organized research program exists in the union. Minimal research is carried out by staff of the union in determining minimum wages

for its members, housing and other benefits. Research papers of this nature, remain confidential until published in the daily newspapers after negotiations with employers have taken place.

2. The union has been asked by COTU to prepare a paper on minimum wages.
3. No other organization is carrying out research in conjunction or on behalf of the union.
4. There are no research publications which carry forward research work of the union.
5. For reference purposes, the union requests COTU, ILO and FIET for research publications. The union uses the daily newspapers and some published reports from the government especially when the cost of living index is required for negotiations.
6. There is no relationship between the union and the government in research work. Only at times does the government ask the union to prepare a paper on certain issues.
7. The union has the opinion that it needs a well organized research department to run a research program. Matters to be researched on include, cost of living, conditions of employment, job evaluation, occupational hazards and factory environment.
8. Using its numerous shopstewards and officials who have had some trade union education, the union is organizationally fit to carry out research projects.
9. The union has no technical capacity to undertake trade union research work since it lacks expert research personnel to undertake such work. Finance to engage such experts is also lacking although the union is ready to commit 10% of its annual contributions to research work.

THE KENYA UNION OF PRINTING, PUBLISHING, PAPER MANUFACTURING  
AND ALLIED WORKERS

Discussed with Mr. Bosco Semali  
Secretary General  
(10,000 members)

EDUCATION PROGRAM

1. The union has a comprehensive education program headed by a full-time education secretary who is a trained workers' educator. The education program is run through seminars.
2. The union's education program is run and financed by the union assisted by COTU. The seminars cover such subjects as:  
  
Trade union history; collective bargaining; grievances handling procedure; roles of shopstewards; industrial relations; labour laws; labour economics; trade union organization; trade union finance.  
  
This year, three seminars have already been held in collaboration with COTU. Those who attended these seminars are shopstewards, branch and national officials. Most of the shopstewards attend the COTU study circle. Already 90 officials have benefited from this program.
3. A few trade union officials who have gone through the COTU stage I, II, and III seminars are sent abroad for further studies. The union has not received any educational assistance from its international affiliate.
4. Apart from the handouts given during seminars, the union does not have any publications that carry forward education work.
5. The union in conjunction with COTU supports its members in various credit and savings cooperative societies by training the officials of these societies. In fact, the union in conjunction with COTU is thinking seriously of starting a housing cooperative for its members.
6. The union is neither involved nor consulted by the government on the government's adult education program. It is the union's wish that government should involve the trade unions in this program in the policy formulation and implementation stages. The union feels that workers as adults also need adult education, so its representatives should be consulted on such a program in order that they can also

help with personnel to implement such a program.

7. For the future, the union intends to strengthen its education program by holding more seminars for its officials and also training of the cooperative officials shall be stepped up. It is seriously thinking of starting a monthly newsletter which would carry forward the work of the union as a whole including education, cooperative and research findings but financial constraints might obstruct such a venture. The union intends to train more workers' educators to run the education program at various levels as at present, it relies mainly on COTU, the government and other related trade unions for its resource personnel.

#### RESEARCH PROGRAM

1. As in many other unions, this union has no organized research program. However, the program is desirable and if started, some of the following research work would receive priority:  
  
Industrial safety; job evaluation; occupational health; automation; terms and conditions of employment
2. No research work is being carried out by other organizations for the union. The union has been asked by government to prepare a paper on minimum wages.
3. No research publications are forthcoming with an exception of the paper on minimum wages.
4. The union relies on scanty research information from sister unions abroad such as, ILO, COTU and the government in support of negotiations with employers.
5. The union has no technical capacity to undertake research work as quite a lot of research work to be researched on is of technical nature and the union would need expert personnel to undertake such research work especially in fields related to industrial safety, automation, occupational health and job evaluation.
6. The union has organizational capacity to undertake research work. It can utilize its shopstewards and branch officials to gather information required from various parts of the country. Staff



at the head office are capable of compiling a report from the information gathered from the local branches.

## APPENDIX III

### KENYA LOCAL GOVERNMENT WORKERS UNION (KLGWU)

Discussed with Mr. James Karebe  
Secretary General  
(50,000 members)

#### EDUCATION PROGRAM

The Kenya Local Government Workers Union (KLGWU) has an organized workers' education program. It has employed a full-time education officer and several workers' educators.

Courses in this program are run through seminars. The seminars are meant for shopstewards, branch and senior officials of the union. Although the workers' educators have their own course inputs based on their own experiences, the COTU standard curriculum for stage I, II and III seminars is mainly used in these one week duration seminars. The courses are meant to develop leadership skills, union organization and basic awareness of trade unionism.

These seminars are financed by the Friedrich Ebert Foundation of Germany through their Nairobi office but in conjunction with the Public Service International Institute for Trade Secretariat for the Kenya Local Government Workers Union. Some of the seminars are sponsored by the Public Service International itself without help from the Friedrich Ebert Foundation. The PSI draws finances for these seminars from an international development fund created by all affiliates of the PSI all over the world. Every region of the PSI is then given some funds from the development fund to run seminars, workshops and women's seminars and conferences in affiliated unions in the region.

Some union officials and members of the union have also benefited from COTU's study circle program while COTU's program financed by the African-American Labour Centre (A-ALC) has trained many junior and mid-ranked trade union officials of the union.

The union whose membership is around 30,000 with around 400 officials has trained its own workers' educators both locally (through COTU education programs) and abroad (in Italy and Israel).

It has no publications that carry forward education work. The union feels that through centralised arrangements e.g. using COTU, such a paper is viable and very desirable.

The union has an arrangement with its members, credit and savings cooperative societies on cooperative education for the officials of these societies. Already two of the officials have been taken to Israel for cooperative courses by the union. More are anticipated to be sponsored. Locally, the union has left the training of the cooperators to the Kenya Union of Savings Cooperative Organization (KUSCO).

Apart from giving trade union education to its officials and members, the union is not involved in the government adult education program.

#### Future Trend of Education Program

The union considers training of its officials and members very important and it intends to strengthen its education program in order that all officials have a chance of learning some basic trade union principles. To do this, it will accept any financial assistance from a related organization.

The union is aware that to communicate with its members and the public effectively, a newsletter is desirable. However, funds to publish such a newsletter is the drawback.

The study circle program run by COTU and at present financed by the Swedish Confederation of Trade Union is viewed by the union as one of the most important ventures to be encouraged as at the moment, it is the only means of delivering trade union education to the rank and file members.

Last but not least, the union advocates that education curricula for the unions should be streamlined and made uniform as much as possible. Although there is the COTU curriculum covering stage I, II and III seminars, some unions seem to have deviated from this curriculum and are using whatever a resource personnel feels like delivering in a seminar. This the union feels gives no meaning to the seminars. The union feels educators well versed with trade union education should come together,

review the present curriculum, add whatever is necessary, delete whichever is irrelevant and come out with a fresh curriculum with meaningful course content. The curriculum should also include inputs for workers' educators.

#### RESEARCH PROGRAM

The union has no organized research program and does not intent to start one. It gets some research papers from the Public Service International, the government, sister unions all over the world and the regional economic research and documentation centre (Lome).

However, the union suggests that if negotiations have to be meaningful, COTU has to strengthen its research program so that unions afffiliated to it can benefit from research reports, publications and findings.

## APPENDIX IV

### KENYA UNION OF DOMESTIC, HOTELS, EDUCATION INSTITUTIONS, HOSPITALS AND ALLIED WORKERS (KUDHEIHA WORKERS)

Discussed with Mr. Maina Macharia  
Deputy General Secretary  
(30,000 members)

#### EDUCATION PROGRAM

1. The union has a fairly well organized education program headed by none other than the Deputy Secretary General of the union. The program is covered by the union constitution rule 8(c). The program's progress is always reviewed by an education and research committee. The committee, in collaboration with committees of other related organizations, e.g. COTU, formulate and prepare various curricula for the program. The union finances its own education program. When the union holds a joint seminar with the National Christian Council of Kenya (NCCK) on its family life education program, the union pays half of the expenses to run such a seminar while NCCK pays the remaining half.
2. The union education program comprises of the following major groups of study courses:
  - (a) Stage I, II and III seminars for shopstewards, branch officials, area officers and national officials.
  - (b) A joint family life education program held jointly by the Union and the NCCK.
  - (c) Study circle sponsored by the Swedish Trade Unions (both white and blue collar) and organized by COTU in conjunction with a representative from the Swedish Trade Unions.
  - (d) Members' meetings in various industries where members are enlightened of their rights and obligations as workers and where shopstewards and other officials of the union explain the activities of the union to the rank and file membership.
  - (e) The union has of late been showing films which are related to trade unionism and the economy to its members all over the

country. However, due to lack of funds needed to purchase a mobile van, film projectors and overhead projectors, this program has been suspended.

- (f) The union is in the process of starting its own newsletter to enable the union communicate, and educate its members and officials effectively. Education and research programs shall feature prominently in this newsletter.

#### Study Circle

The workings of this particular program are worth elaborating. Unions are asked by COTU to nominate participants from their paid up members who come from various industries. These participants are known as study leaders. After attending the study circle courses which take about two weeks, these study leaders go back to their industries and organize study groups. The leaders then, who are workers' educators, educate their fellow workers (members of the union) in their free time on basic trade union education. KUDHEIHA Workers has so far trained 108 members through the study circle program who have formed 37 groups and educated around 400 workers in various industries.

- 3. The union has no relationship with the government adult education program. It is not consulted on policy or implementation matters although it is the union's feeling that the union officials, including shopstewards, should be involved in such a program so that the union can contribute effectively in the social development of the nation.
- 4. At the moment, there are no organized publications which carry forward education work in the union. There are, however, several handouts issued by trade union educators whenever they give lectures during seminars.
- 5. Union members have formed many credit and savings cooperative societies in various industries covered by the union. The unions education program covers cooperative education and development. Many officers of these credit and savings cooperatives have been trained by the union on how to keep proper books of accounts, rules and regulations that govern cooperatives and cooperative development in general. This has been done through short courses organized by the union.

The union in collaboration with COTU aims to encourage and for housing cooperatives.

#### Future Trend

As one of the large unions in the country (30,000 members), the union feels very obliged to educate its officials and members on matters related to trade unions in Kenya and elsewhere in the world and also educate its officials and members on the social and economic trend of the country and the world in general.

The union aims to strengthen

1. Cooperative education for self reliance.
2. Better communication through union newsletter and shopfloor meetings for members.
3. Its own study circle instead of relying on the COTU organized study circle. The union feels that through the study circle program, trade union education shall reach more members through their groups. Seminars educate shopstewards and union officials who are rather busy on union work and are not able to teach others what they have learnt. So the study circle is the one sure way of spreading trade union education.
4. More seminars to be held for shopstewards and union officials on:
  - (a) Collective bargaining
  - (b) Industrial relations
  - (c) Labour laws
  - (d) Labour economics
  - (e) Awareness of occupational hazards
  - (f) Research techniques (social)
5. Resumption of the showing of films to members. A mobile van, film projector and an overhead projector are needed if this program is to be successful.

6. The union aims to strengthen its relationships with other related organizations, e.g. COTU, NCCCK, African-American Labour Centre on the side of workers' education so that more joint seminars and courses for the union's officials and members could be held.

#### RESEARCH PROGRAM

1. The union has no organized research program. Minimal research is done by the union's own staff whenever an issue crops up. The research already done has centred on determining minimum wages and terms and conditions of work of members in various industries. Most of the research work is in a form of "collective agreements" drawn by the union for the industries it covers. Only one research project was undertaken by a lecturer at the University of Nairobi for the union. This covered workers in the hotel industry.

There shall be a seminar on research work in October 1982 for the union sponsored by the International Union of Food and Allied Workers.

2. The union relies heavily on its own minimal research information and also receives support papers from COTU and its international affiliates, the government through the Ministry of Labour, Education and Tourism.
3. The union has no research publication which carries forward research work.
4. The union is in the process of starting a research department and considers the following as important areas to be covered:
  1. Research on trade union history
  2. Workers' education
  3. Cooperative education
  4. Terms and conditions of employment in various industries it represents.



5. Adult education
  6. Industrial safety including factory environment, occupational hazards, etc.
  7. The union intends to start a well organized library and archives where educational and research publications shall be displayed and properly stored. Members shall be free to use these facilities for any information they need related to the union. Officials of the union shall refer to various well kept publications when need arises.
5. Organizationally, the union can run a research program. It has members, shopstewards and officials spread all over the country. The shopstewards and officials have now recieved some training and if given a bit of social research training, they can help the education and research committee in gathering the information required for the particular research project.
- The union intends to employ a full-time director of research to undertake the union's research projects with the help of the research committee, union officials, shopstewards and the members.
6. Technically, the union is not able to run a research program. It would need financial backing to hire a researcher on such fields as job evaluation, industrial safety, occupational hazards and factory environment. Alternatively, expert personnel on technical research could be seconded to the union by a donor to carry out research on job evaluation, industrial safety, factory environment, occupational hazards, etc.

## APPENDIX V

### UNION OF POSTS AND TELECOMMUNICATIONS (KENYA)

Discussed with Mr. Ali Mohamed  
Secretary General  
(7,000 members)

#### EDUCATION PROGRAM

1. An education program exists for the union. It is organized and run by the union itself (membership over 7,000). The education program consumes about 10% of the annual members contributions. The union educates and trains its 15 national officials, 86 branch officials and 100 shopstewards through its education program through members meetings.
2. The program is financed by the union itself, its international affiliate, - the Postal, Telegraph, Telephone International (PTTI) and sometimes by the Dr. Fredritch Foundation of Germany.
3. The program is mainly run on seminars stages I, II, and III. Some of the subjects covered for shopstewards are:  
Stage I: trade union organization (branch and national); duties and roles of shopstewards; recognition agreement; collective agreement; union constitution; union structure; grievances handling procedure.  
  
Stage II: (branch and national officials) - collective bargaining; trade union act; trade disputes act; employment act; labour economics; wage administration; trade union organization; other labour laws; industrial relations including grievances handling procedure; factory environment (also Stage III).
4. The union intends to request the African-American Labour Centre to assist in this education program financially and organizationally.
5. Some union officials have been sent to train abroad. The Nairobi branch chairman is now in Conrad University sponsored by AID while one branch official who was sponsored by PTTI is studying in Israel. The General Secretary himself has studied in Oxford Christ Church

College under sponsorship from Duke of Edinburgh and Harvard University through sponsorship from the African-American Labour Centre.

6. The union has no publications which carry forward the union's education work.
7. The union supports postal credit and savings cooperative society educationally. It organizes short courses for officials of the society and cooperative development, financial control, lending procedure and budgetary preparation and control are some of the subjects taught. The union intends to intensify these courses.
8. The union is not consulted nor is it involved in the government's adult education program although it feels that it should be involved if not in policy formulation but in implementation. Union officials are willing to teach others voluntarily.
9. For the future, the union considers strengthening of its education department and streamlining of its education program as important. The union is considering increasing funds it spends on education from 10% to 25% of its annual membership contributions. However, training of workers' educators is identified as one of the most important future trends of the union.

When well organized, the union intends to give more seminars to its shopstewards, officials and cooperative officials. The curricula for such seminars and courses shall first be drawn by the education and research department in conjunction with COTU's education and research department before the streamlined education program is implemented. To strengthen the education program, the union intends to start a monthly newsletter. Education and research work shall feature prominently in this proposed newsletter. The union feels the newsletter shall be an effective way of communicating with its members and the public. Funds shall, however, be needed if such a venture is to be successful.

10. Some members and officials of the union have availed themselves of the COTU study circle which is being financed by the Swedish Trade Unions.

## RESEARCH PROGRAM

1. Like in most other individual trade unions, an organized research program does not exist in this union. Minimal research is carried out by union officials and staff of the union supervised by the General Secretary himself. Such minimal research has been carried out by the union on cost of transportation compared to transport allowances given to members of the union; market, basket survey to determine the cost of food for an average family of 4; and minimum wage research. Papers arising from such studies remain confidential until negotiated upon with employers. They are then distributed to the press and branches of the union and COTU.
2. The union has no publications which carry forward research work.
3. No organization is carrying out research work in support of the union at the moment. The union has been asked by the government to prepare a paper on minimum wages.
4. From time to time, the union gets research support publications from COTU, PTTI, ILO and Ministry of Labour of the Republic of Kenya and also statistical and social and economic survey papers from Kenya's Ministry of Economic Planning and Development.
5. The union wishes to develop a comprehensive research department and commit 20% of its annual contribution to run a research program in cost of living, income trends, technical systems and the general terms and conditions of employment. Research would also be held in job evaluation, training needs, education and cooperative development.
6. The union has no technical capacity to undertake research work as it lacks funds to employ specialized researchers and such personnel are not yet employed by the union.
7. The union has some organizational capacity to undertake research work as it has enough facilities within its head office and personnel in head office, branches and even at shop level who can gather required information and transmit it to head office for compilation of a report. Such personnel need just a bit of training in social surveys.

## APPENDIX VI

### AMALGAMATED UNION OF KENYA METAL WORKERS

Discussed with Mr. J.M. Ndambuki  
Deputy General Secretary

#### EDUCATION PROGRAM

1. The union has its own education program which at the moment is funded by the International Metal Workers Federation (IMF).
2. The IMF finances seminars and workshops for the union and the following are some of the subjects covered: Trade union history; trade union structure; industrial relations including grievances handling procedures; collective bargaining; labour laws; labour economics.

These seminars and workshops are meant for shopstewards, branch and national officials.

3. Some officials of the union are trained through seminars organized by COTU and some make use of the COTU study circle.
4. The union has no publications which carry forward education work.
5. The union has not yet started a program to educate members and officials about cooperatives. However some industries covered by the union have started credit and savings cooperative societies and it is the future policy of the union to give cooperative education to the officials of these societies.
6. The union is not involved in the government adult education program either in policy making or implementation. The union feels that government should have involved all unions in the adult education program especially in the implementation stage where shopstewards and other officials could be used to teach others.
7. The union intends to start a formal workers education department and employ its own director of education. It intends to strengthen the workers education program by holding its own seminars using its own financial resources in educating its shopstewards and officials.

The COTU stage I, II and III standard seminar curricula would be used.

The union hopes to sponsor more of its officials to the COTU study circle. It also intends to request the IMF to give more seminars for shopstewards and officials of the union. If funds are available, the union has an intention of starting a monthly newsletter. Education and research work of the union would figure prominently in the proposed newsletter. The union intends to start cooperative education for its officials and members. This it will do in partnership with COTU, KUSCO and other related organizations.

#### RESEARCH PROGRAM

1. The union has no organized research program. For its research papers, the union relies heavily on papers prepared by COTU, ILO and its international affiliate - the International Metal Workers Federation (IMF). It also gets some published research papers from the government.
2. The union has no research publications with an exception of some papers which arise from the union's own minimal research work on minimum wages and terms and conditions of employment for various members employed in industries that are covered by the union. Such papers are in the form of collective agreements signed with various employers.
3. The union wishes to start its own research program. It wishes to employ its own director of research and by using shopstewards and other union officials, undertake various research projects mainly in the fields of work study, job evaluation, workers' education, terms and conditions of employment, factory environment, occupational hazards, etc. Papers arising from such studies would be discussed by union officials in workshops organized by the union and where approved, implementation would follow. COTU would be invited to send representatives to such workshops. Members and the public would be informed of such findings through the press and the proposed monthly newsletter.
4. The union has no working relationships with the government on

research work. At times, the government asks the union to prepare a paper on a certain issue under discussion. Mostly these are papers on determining minimum wages in industries covered by the union.

5. The union has no technical capacity to undertake research projects at the moment. It lacks trained personnel who would undertake such research projects in fields covering job evaluation, work study, factory environment, and occupational hazards.

However, the union has organizational capacity to undertake research projects. It has enough trained shopstewards and other officials who can gather required information. The head office is capable of compiling a report out of the information recieved from shopstewards, branch and other senior union officials. It is therefore only able to undertake research projects of a general nature viz; determining of ← minimum wages, housing and other fringe benefits, education and training needs for members and officials of the union, etc.

## APPENDIX VII

### DOCKWORKERS UNION (KENYA)

Discussed with Mr. I.M. Yunis  
Secretary General  
(10,000 members)

#### EDUCATION PROGRAM

1. The union has an organized education program. The program is aimed at training trade union officials including national and branch officials and shopstewards.
2. The union's education program is conducted at the Bandari College and the Dockers Lasco Club. Trade union officials and shopstewards of the union avail themselves of trade union courses undertaken by the Bandari College, while rank and file members of the union avail themselves of adult literacy courses undertaken by the union jointly with the government's adult education department at the Dockers Lasco Club - Mombasa.

For the trade union courses that are initiated by Bandari College, the college meets all the course expenses; whereas Dockworkers union meets all expenses for trade union courses that it initiates but are held at Bandari College.

3. The union has 6 national officials, 18 executive committee members, 35 joint industrial council members, 3 trustees and 200 shopstewards who have received some trade union education and training. There are about 500 rank and file members who attend adult literacy classes at the Dockers Lasco Club. The adult literacy education program is run by a trained head teacher employed by the union. The head teacher is supported by a team of adult literacy teachers who are paid by the government through its adult education department.
4. The union intends to employ its own lecturers to facilitate trade union education at the Bandari College instead of relying on lecturers from the employers.
5. At the moment, the union has no paper that carries trade union education



and research work.

6. The course content for trade union courses undertaken for the officials include industrial relations including grievances handling procedure; collective bargaining; leadership skills; group dynamics; industrial safety; labour laws; economics of labour; cooperative education, etc.
7. The International Transport Federation (ITF) which is the International Trade Secretariat for Dockworkers Union (Kenya) organizes seminars for officials of the Dockworkers Union (Kenya), Railways and Harbours Union (Kenya) and the Kenya Transport and Allied Workers on topical trade union subjects at times.
8. The union intends to invite COTU's study circle organizers to train the union's rank and file members.
9. The union is in a way involved in the government's adult literacy program since it runs its adult literacy classes jointly with the government.

#### RESEARCH PROGRAM

1. The union at present has no organized research program although the Secretary General feels that such a program is desirable.
2. Minimal studies have, however, been undertaken to determine minimum wages, workers' fringe benefits and industrial safety.
3. The union relies much on research papers supplied by ILO, ITF, the Kenya Government and other organizations for its research reference needs. It is not involved in any joint research project undertaken by the government or any other organization. However, at times, the government asks the union to produce a paper on a certain topic.
4. The union has no technical capacity to carry out research work as it lacks specialized personnel and facilities to do so.
5. It, however, has organizational capacity to carry out research work since it has enough trade union officials who have had some trade

union training. The officials, however, lack research methods and training.

6. For future, the union intends to start a research program which will involve research on labour laws, industrial safety, collective bargaining and other industrial relations' matters including the general economic trend in relation to the workers.

## APPENDIX VIII

### KENYA SUGAR PLANTATION WORKERS UNION

Discussed with a union organizer  
(10,000 members)

#### EDUCATION PROGRAM

1. The union has no organized education program.
2. The union relies on COTU (K) in its education and training needs and already some union officials and rank and file members have availed themselves of COTU's seminar and study circle seminar programs.
3. The union has no intention of starting an education program. For future, it will rely on COTU (K) and the International Federation of Plantation Agricultural and Allied Workers in providing its officials and members' education and training.
4. The union has no publication that carries forward trade union education and research work.
5. It is not involved in the government's adult education program although it would wish to be involved in such a program.

#### RESEARCH PROGRAM

1. There is no organized research program in the union.
2. The union relies on COTU (K), the government and its international trade secretariat on its research needs. The union is not involved in any joint research work being undertaken by the government or any other organization. The union is, however, called upon to produce a paper mostly on minimum wages at times.
3. The union has carried out some studies on terms and conditions of employment for its members and collects data and information to be used during negotiations with the employers and at the industrial court.

4. The union has no technical capacity to undertake research work since it lacks appropriate personnel and facilities to do so.
5. Organizationally, the union still lacks capability to carry out research work since most of its union officials are not trained on trade unionism and the union lacks proper organization at the moment.
6. For future, the union will rely on COTU (K) for its research needs.

## APPENDIX IX

### KENYA PLANTATION AND AGRICULTURAL WORKERS UNION

Discussed with a trade union  
organizer - Mr. Simon Kibui  
(35,000 members)

#### EDUCATION PROGRAM

1. The union has a well organized education program. It has a director of workers' education and a team of workers' educators who conduct seminars for union officials of all cadres in the union. The union spends around KShs.10,000/- per month on trade union education.
2. Many union officials and workers' educators in the union have availed themselves of COTU's education program. Some of the rank and file members of the union have attended COTU's study circle seminars but still more need to attend.
3. The union's international trade secretariat - The International Federation of Plantational Agricultural and Allied Workers sometimes holds educational seminars for both the union and the Kenya Sugar Plantation Workers Union.
4. The main trade union education seminars of the union held by COTU (K) for the union include cooperative education.
5. The union has no publication which carries forward trade union education and research work.
6. It is not involved in the government's adult education program but union officials feel that they should be involved. The union contends that if an adult literacy program is started, facilities in coffee, tea, sisal and other plantations could be easily identified and utilized.
7. For future, the union intends to strengthen its education program by increasing funds for running the program, employing more workers' educators and work closely with COTU (K) so that the union could

utilize the education facilities given by COTU (K) and organizations working in collaboration with COTU (K) fully.

#### RESEARCH PROGRAM

1. The union has no organized research program but some minimal research has been undertaken in the field of minimum wages and determining better terms and conditions of employment. The union feels that COTU (K) should do something to help in individual trade union research work by COTU (K) itself undertaking research work on behalf of trade unions.
2. The union is not involved in any joint research work with the government or any other organization although at times the government asks it to prepare certain industrial relations papers.
3. The union relies on COTU (K), its international trade secretariat, ILO, the A-ALC, the Kenya Government and sister unions worldwide in its research needs.
4. The union would like some of the following to be researched on:
  1. Work study
  2. Job evaluation
  3. Effects of machines on employment
  4. Labour laws
  5. Industrial safety
  6. General economic trend and how it affects workers

## APPENDIX X

### CENTRAL ORGANIZATION OF TRADE UNION (COTU KENYA)

#### EDUCATION PROGRAM

The Central Organization of Trade Unions (Kenya) which shall be hereafter referred to as COTU started an organized education program in 1974 when COTU Workers' Institute of Education was created within COTU with an aim of delivering trade union education both to trade union education officials of its own and officials and members of affiliated unions.

When the COTU Workers' Institute of Education was formed, a director for the Institute was employed together with several lecturers and workers' educators. The African-American Labour Centre offered to assist the workers education institute financially and materially in its initial stages. It has been the main assisting organization of the institute ever since. The African-American Labour Centre has held many seminars for union officials, workers' educators and cooperative officials. The curriculum for these seminars was drawn by senior workers' educators, organized into seminars under COTU with the help of the ILO regional office for Africa. Three stage seminars were drawn viz Stage I, II, and III. However, the African-American Labour Centre has not been the only organization assisting COTU in its education program. The following organizations have also been involved:

1. The Swedish Confederation of Trade Unions runs study circle courses for union officials and selected rank and file members drawn from unions affiliated to COTU. The aim of the study circle is basically to train selected rank and file members of various unions affiliated to COTU who are normally known as study leaders who after training, go back to their industries and form groups of 10 and educate them on basic trade unionism. The course takes 28 hrs of two hours duration per week. A study leader can then select the process of educating it.
2. The International Labour Organization (ILO) in conjunction with COTU, the Kenya Government and the Federation of Kenya Employers (FKE) hold seminars of a joint nature composed of participants from trade unions, government officials, and employers on topics that are of tripartite nature, i.e. those matters that are of

industrial nature but concern the government, employers and workers. Topics chosen range from collective bargaining to occupational safety.

3. The Organization of African Trade Union Unity (OATUU) has also started holding seminars for senior officials of trade unions affiliated to COTU (see separate notes).
4. ILO and the Swedish International Development Agency (ILO/SIDA) have a joint program of assistance to the COTU education program. Through COTU, they organize seminars (high level) for trade union officials and finance these seminars. One of such seminars shall be held in September/October 1982 - topic "Industrial Relations".
5. COTU also has a program of sending its officials, officials of its affiliates and members for future studies abroad. They are sent to such institutions as: (i) The International Centre for Advanced Technical and Vocational Training - Turin (Italy); (ii) Institute of Labour Studies - Geneva; (iii) Institute of Social Studies - Hague (Holland); (iv) Ruskin College - Oxford; (v) Afro-Asian Labour Institute - Israel; (vi) Harvard University - Trade Union Program - USA; (vii) Through COTU, the British Council, ILO and other organizations sponsor trade unions to train or learn abroad.
6. The International Trade Secretariates (ITS) finances seminars for their union affiliates either directly with the union concerned or through their agents in Nairobi.
7. The International Confederation of Free Trade Unions (ICFTU), an organization of free unions assists trade unions with seminars, workshops and short courses through the union's national centre, COTU (K).

#### COTU AND ADULT EDUCATION

COTU is represented on the national adult education committee and the provincial adult education committee. The adult education curriculum is developed and prepared by the Kenya Institute of Education (KIE). COTU has representations in both the national and provincial policy formulation and implementation committees. COTU encourages its affiliates to step



up adult literacy classes for its members and the public in collaboration with the adult education department of the Ministry of Culture and Social Services.

At the moment, COTU has no paper that carries forward its education work or that of its affiliated unions.

However, COTU runs a radio educational program in collaboration with the adult education department. The program of 15 minutes duration is known as "Jifunze na Uendelea" or "Learn and Progress" which carries important trade union topics. This is one of the ways COTU communicates with its members, officials and the public. COTU policies and activities are mainly communicated to the members through members' meetings organized by COTU headquarters or its area offices. The public are aware of COTU's activities through newspapers, the mass media and the most important yearly meeting involving workers and the public "The Labour Day". Officials of COTU are rarely asked to give public lectures on trade union topics by the University of Nairobi - extra mural division of the Institute of Adult Studies.

#### COTU RESEARCH PROGRAM

1. A well organized research program does not exist in COTU (K).
2. There has only been minimal research work carried out by COTU (K) officials and employees. Such research work has been in the field of determining minimum wages, market and basket surveys, trade union education, the national economic trend and several papers on industrial relations related subjects.

COTU's national officials have from time to time prepared papers for discussions with the employers, the government and other local and international organizations concerned with trade union work. The national officials have particularly prepared papers to present in international forums such as the ILO and OATUU.

An organized reference and library system for such research papers does not exist in COTU (K).

3. There is no paper that carries forward research work in COTU (K) although COTU (K) officials feel it is desirable.

4. COTU (K) works closely with the ILO in its trade union research work. It is at times requested by the government to prepare papers for discussions with the employers and the government.
5. COTU (K) has a technical capacity to carry out research work as it lacks facilities and trained personnel to do so. However, it has organizational capacity to carry out research work since its formation is spread all over the country with union officials and employees in far areas from the headquarters capable of organizing research work and helping in the gathering of research data and information.

## APPENDIX XI

### ORGANIZATION OF AFRICAN TRADE UNION UNITY - PROJECT OFFICE NAIROBI (OATUU)

1. The OATUU project office in Nairobi is an education centre for 22 countries in Africa (both English and French speaking).
2. At the moment, the education programs are assisted financially by Swedish trade unions (both white and blue collar unions).
3. The project office runs two education programs: (a) Basic Education; (b) Advanced seminars for self reliance.
4. The basic education program runs study circles on demand. A country which needs to start a study circle requests the OATUU project office in Nairobi in writing. The project office then prepares a curriculum and in conjunction with the host country looks for resource personnel to run the study circle. Normally study circles accommodate 20 participants and are run for 2 weeks. The expenses are shared equally between the host organization or trade union which requested for the study circle and the OATUU project office.
5. Advanced seminars for self reliance are meant for senior trade union officials. The aims of these seminars are to enable trade union officials in a given country discuss and prepare a working paper on a certain type of general interest to all unions of that country. After several seminars have been held, the senior trade union officials prepare a working paper which guides the individual unions in that country in implementing the issue discussed. For example, OATUU project office has held the seminars for the Central Organization of Trade Unions (COTU (K) on the subject of forming a housing cooperative for the workers. The housing cooperative proposed is commonly referred to as NACHU. Tanzania has also had two seminars organized by OATUU project office and the subject has been "Industrial Productivity" where trade unionists have discussed various ways of increasing productivity in various industries in Tanzania. Papers on these discussions are still being processed.

The OATUU project office organizes the seminars which draw about

40 participants and cost the project office around \$4,000 per seminar. The rest of the expenses (half) are met by the host trade union centre or organization. The project office sees that resource personnel are available for the seminars.

6. Research work for the project office is being undertaken by its head office in Accra - Ghana.

## APPENDIX XII

### AFRICAN-AMERICAN LABOUR CENTRE - NAIROBI

Discussed with Mr. Pius Odhiambo  
In-Charge of Cooperative Education  
Program A-ALC

1. The African-American Labour Centre (A-ALC), a division of the American Federation of Labour - Confederation of Industrial Organization (AFL-CIO) was requested in the early 1970s by COTU (K) to assist it (COTU (K) in running its education program.
2. Since the creation of COTU (K) Workers Institute of Education in 1974, the African American Labour Centre has been assisting the Workers Institute of Education by financing its seminar and workshop education programs.
3. The African-American Labour Centre has also been instrumental in the starting of cooperative development courses within COTU (K) and has supported the program through including cooperative education as one of the course inputs of COTU's seminar programs.
4. The A-ALC has also assisted in financing trade union women's seminars for women trade unionists within COTU (K) and individual trade unions affiliated to COTU (K).
5. The A-ALC supplies COTU (K) with trade union research papers and reports for research undertaken by other trade union organizations worldwide.
6. The A-ALC also acts as an adviser to COTU (K) on certain trade union matters such as trade union education and also to some extent in collective bargaining technique matters.

## APPENDIX XIII

### KENYA SCIENTIFIC, RESEARCH, INTERNATIONAL, TECHNICAL AND ALLIED INSTITUTIONS WORKERS UNIONS

Discussed with Mr. S.O. Kubai  
Secretary General

#### EDUCATION PROGRAM

1. The union has no organized education program. It relies on COTU (K) in the training of its officials and members.
2. The union does not intend to start an education program unless it is assisted financially by either COTU (K) or any other organization outside COTU (K).
3. There is no paper that carries forward trade union education and research work in the union. The union is not involved in the government adult education program although the secretary general feels the union should be involved.
4. Unless the union is assisted financially, its future education work will rely on COTU (K) and the Tom Mboya Labour College - Kisumu.
5. The union feels that the study circle seminar program should be encouraged to ensure that its officials and members get basic trade union education.

#### RESEARCH PROGRAM

1. The union has no organized research program although it has undertaken minimal research on determining minimum wages for its members. It has also collected data and information in support of disputes before employers and the industrial court.
2. The union is not involved in any research undertaken on its behalf by COTU (K), other organizations including ILO and the Kenya Government. It has only been asked by COTU (K) to produce a paper for its members on minimum wages.

3. It relies on COTU (K) and sister unions worldwide on its research information and needs.
4. The union has no technical capacity to carry out research as it lacks finance, personnel and facilities to do so.
5. It has some organizational capacity to carry out research work since it has officials who have had some trade union training and are evenly spread all over the country. These officials, however, lack research methods training.
6. The future of the union's research work will depend on getting finance to enable it develop an organized research program. The union feels that COTU (K) should help in organizing a centralized research program to serve members in individual unions affiliated to it.

THE KENYA JOCKEY WORKERS UNION

Discussed with Mr. S.K. Kabogo  
Secretary General

1. The Union has no organized education programme. It relies on C.O.T.U. (K) for its education needs.
2. It intends to rely on C.O.T.U. (K) for its education needs even in future, because the Union is still young and is not able to undertake an education programme on its own.
3. There is no paper that carries forward trade union education and research work.
4. The Union intends to request C.O.T.U. (K) to convene seminars for its officials and train officials of the Union on trade union organization as a measure to step up membership drive.
5. The Union has no organized research programmes, nor does it intend to start some. It will rely on C.O.T.U. (K) on any research matters.
6. The Union has no technical and organizational capacity to carry out research work. It lacks personnel, facilities and proper organizational infrastructure to undertake any research work.
7. The Union is not involved in the government's adult education programme.



THE TOM MBOYA LABOUR COLLEGE - KISUMU

Discussed with Mr. J.B.L. Akumu  
Principal

1. The Tom Mboya Labour College was initiated and constructed by C.O.T.U. (K) through funds contributed by members of trade unions affiliated to C.O.T.U. (K).
2. The College has facilities that cater for administrative and tutorial staff and students. There are also residential facilities for students. A printing press will later on be installed at the College to print trade union publications. The printing press will, however, be run by C.O.T.U. (K) and not the College.
3. The College will have five main Departments, namely Administrative, Catering, Accounts, Residential Courses and Extra-Mural. The Principal promised to list the courses to be taken and also the future and role of the College in a separate and more detailed letter.
4. The College intends to undertake research on education and other trade union topics, once discussions on such issues are finalised with C.O.T.U. (K).
5. The College will be run by a Board of Governors selected by C.O.T.U. (K) from C.O.T.U. (K), individual trade unions, the Government and other relevant organizations.

APPENDIX XVI

KENYA CHEMICAL WORKERS UNION

Discussed with Mr. J.M. Kilonzo  
Deputy Secretary-General

Education Programme      (10,000 members)

1. The Union has no organized education programme. It relies on C.O.T.U. (K) for its members' trade union education. It however, has a plan of starting an education programme later on this year.
2. The course content for the education given to the members by C.O.T.U. (K) includes collective bargaining techniques, labour laws, leadership skills, union structure, basic economics, industrial safety, industrial relations including grievances handling procedures and cooperative education.
3. The Union has no publications that carry forward trade union education and research work.
4. It is not involved in the government's adult education programme, although senior officials feel that they should be involved in the programme.
5. For future, the Union intends to start a well-organized education programme. It intends to use the C.O.T.U. (K) curriculum in its seminar programmes to educate its officials and members. The Union deems cooperative education essential, and it intends to intensify the training of cooperative officials through an organized education programme.

## Research Programme

1. The Union has no organized research programme. Although desirable, it does not intend to start a research programme independently, due to lack of funds to run such a programme.
2. The Union relies on C.O.T.U. (K) and other trade union organizations worldwide in supplying it with relevant research papers, documents and findings.
3. Only minimal research has been carried out by the Union, mostly in determining minimum wages and also collecting data and information when preparing for negotiations with the employers.
4. At times, the government asks the Union to prepare papers for minimum wages and industrial safety measures.
5. The Union has no technical capacity to carry out research work, as it lacks specialised personnel, equipment and facilities to do so.
6. It has some organizational capacity to carry out research work since it has officials spread all over the country who have had some trade union training and education.
7. For future research work, the Union feels that C.O.T.U. (K) should start an organized research programme to serve all trade unions affiliated to it.